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ABSTRACT

The Skill Acquisition Measures (SAM) were designed by the Lancaster (Pennsylvania) School District as criterion referenced tests for mathematics. This manual consists of copies of the student test forms for level 3, with additional information for the teacher's use. Each of the test items is presented with the correct answers and the criteria for scoring. In addition, notes are provided if there are special instructions for administering or scoring that particular item. The level 3 skills relate to the following vocabulary terms: (1) ordinal; (2) complete; (3) thousands; (4) hundreds; (5) correct and correctly; (6) symbol; (7) equations; (8) solve; (9) product; (10) fractional; (11) factor; (12) divide; (13) thirds; (14) fourths; (15) multiplication; (16) multiply; (17) measure; (18) centimeter, decimeter, and meter; (19) segment; (20) nearest; (21) volume; (22) sign; (23) amounts; (24) longer; (25) period; (26) month; (27) weight; (28) chart; (29) collection; and (30) value. (TW)

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SCHOOL DISTRICT OF LANCASTER

SKILL ACQUISITION MEASURES

(SAM)

TEACHER'S MANUAL

ELEMENTARY MATHEMATICS
LEVEL III

SE 048 300

BEST COPY AVAILABLE

SKILL AQUISITION MEASURES

The SAM measures are designed as criterion referenced measures, that is, they are intended to measure whether or not a student has mastered a particular skill. The emphasis is on the individual student and his learning progress rather than toward the class of students and the instruction that has taken place. The SAM procedures should generally replace much of the other on-going testing in the classroom.

The tests can be grouped in any way in which the teacher instructs the students. In other words, if the teacher is teaching a unit which includes several objectives from different parts of the curriculum, these objectives can all be tested at once at the end of the unit by pulling the tests for each of the individual objectives and administering them to the students. Testing can be done in groups or individually depending on the situation and the type of test being used.

It should be noted that not all of the skills in the sequence are tested by the SAM materials. Instruction should continue to be based on the skill sequence and not on the SAM Teacher's Manual, otherwise some skills would be missed.

Testing Throughout the Year

Teachers will be administering the tests as they complete their instructional sequences during the year. It is suggested that the tests be administered approximately one week after the instruction has been completed. If the students do not meet the criteria the first time the test is given, the test should be re-administered after additional instruction has taken place. A student should not be tested more than three times with the same test.

On the computerized roster sheets each student's name is listed with his/her previous skills mastery record. Entries during the current year are to be made on the same class record sheet for each skill in the sequence as they are administered. A "+" sign should be recorded if the student meets the criteria stated in the teacher's manual. If the student does not meet the criteria, a "-" sign should be entered. When the student is retested the "+" or "-" sigh should be recorded again. Since the test can be administered three times it is possible to have three signs such as "-," "-," "-" or "-," "-," "+" or "-," "+," "-" all in the same box. When more than one sign appear in the box, please circle the one which corresponds to the last administration of the test. For example "-," "-," "(+)"

Through the year teachers will need to keep a running tabulation on the SAM's which are administered.

At the end of the school year all computerized class rosters should be completed and returned to the Math Office for tabulation. Principals will receive, in September, the results for their buildings to share with the teachers.

The test materials should be kept in a secure location. Used test materials should not be returned to students.

Test Manual

The teachers manual consists of copies of the student test forms with additional information provided for the teacher's use. In the manual each of the test items in the sequence is presented with the correct answers and the criteria for scoring. In addition, notes are provided if there are special instructions for administering or scoring that particular item.

If you have any questions, contact Dr. Stratigos the math/computer coordinator at 6204.

LEVEL 3 VOCABULARY

1. ORDINAL
2. COMPLETE
3. THOUSANDS
4. HUNDREDS
5. CORRECT - CORRECTLY
6. SYMBOL
7. EQUATIONS
8. SOLVE
9. FACTOR
10. PRODUCT
11. FRACTIONAL
12. DIVIDE
13. THIRDS
14. FOURTHS
15. MULTIPLICATION
16. MULTIPLY
17. MEASURE
18. CENTIMETER, DECIMETER, METER
19. SEGMENT
20. NEAREST
21. QUART, GALLON, PINT, HALF-GALLON
22. SIGN
23. AMOUNTS
24. LONGER
25. PERIOD
26. MONTH
27. WEIGH
28. CHART
29. COLLECTION
30. VALUE

NO. 3 - 153

SKILL: WRITE THE ORDINAL NUMBERS, FROM FIRST TO TENTH.

MASTERY: 7 OF 10

ANSWERS:

1. FIRST
2. SECOND
3. THIRD
4. FOURTH
5. FIFTH
6. SIXTH
7. SEVENTH
8. EIGHTH
9. NINTH
10. TENTH

NOTE: SPELLING IS NOT IMPORTANT TO THE SKILL.

No. 3 - 153

WRITE THE ORDINAL NUMBER WORDS IN ORDER, FROM FIRST TO TENTH STARTING AT THE TOP.

FIRST _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

NAME: _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 154

SKILL: IDENTIFY THE THOUSANDS, HUNDREDS, TENS AND ONES IN A FOUR DIGIT NUMBER.

MASTERY: 3 OF 4

ANSWERS:

1. 1 TEN
   4 HUNDREDS
   9 ONES
   7 THOUSANDS
2. 1 TEN
   2 HUNDREDS
   5 ONES
   4 THOUSANDS
3. 4
   2
   3
   7
4. HUNDREDS
   THOUSANDS
   TENS
   ONES

NOTE: CHILD MUST HAVE THREE TOTAL PROBLEMS CORRECT.

No. 3 - 154

FILL IN THE BLANKS.

1. 7,419 = ____TENS + ____HUNDREDS + ____ONES + ____THOUSANDS.

2. 4,215 = ____TENS + ____HUNDREDS + ____ONES + ____THOUSANDS.

3. 3,742
   _____ IS IN THE TENS PLACE
   _____ IS IN THE ONES PLACE
   _____ IS IN THE THOUSANDS PLACE.
   _____ IS IN THE HUNDREDS PLACE.

4. FILL IN THE BLANKS USING THE WORDS, ONES, TENS HUNDREDS, THOUSANDS.

   8,604

   __6__ IS IN THE _____ PLACE.
   __8__ IS IN THE _____ PLACE.
   __0__ IS IN THE _____ PLACE.
   __4__ IS IN THE _____ PLACE.

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 155

SKILL: READ ANY FOUR DIGIT NUMBER.

MASTERY: 3 OF 4

ANSWERS:

NOTE:

No. 3 - 155

TEACHER TESTED ORALLY.

1. 7329
2. 4065
3. 1804
4. 5002

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

NO. 3 - 156

SKILL: WRITE ANY FOUR DIGIT NUMBER GIVEN THE THOUSANDS, HUNDREDS, TENS AND ONES.

MASTERY: 3 OF 4

ANSWERS:

1. 9085

2. 7642

3. 8570

4. 9304

NOTE:

COMPLETE:

1. 8 TENS + 5 ONES + 9 THOUSANDS + 0 HUNDREDS
= _____

2. 7 THOUSANDS + 6 HUNDREDS + 4 TENS + 2 ONES
= _____

3. 7 TENS + 5 HUNDREDS + 0 ONES + 8 THOUSANDS
= _____

4. 4 ONES + 9 THOUSANDS + 3 HUNDREDS + 0 TENS
= _____

NAME: _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 157

SKILL: COUNT IN SEQUENCE TO 1000.

MASTERY:

ANSWERS:

FOR EXAMPLE

TEST CLASS AT ONE TIME BY SELECTING CHILDREN AT RANDOM TO DO SOME PART OF THE COUNTING SEQUENCE. EACH CHILD SHOULD HAVE SEVERAL TURNS.

NOTE: IF STUDENT HAS MASTERED SKILL 2-9 (COUNT 0-500) HE MAY START COUNTING 500-1000.

No. 3 - 157

TEACHER TESTED

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 158

SKILL: WRITE IN SEQUENCE TO 1000.

MASTERY: 3 OF 4

ANSWERS:

1. 830, 831, 832
2. 997, 998, 999, 1000
3. 698, 699, 700, 701
4. 709, 710, 711, 712

NOTE:

No. 3 - 158

COMPLETE THE COUNTING IN EACH ROW.

1. 828, 829, _____, _____, _____
2. 996, _____, _____, _____, _____
3. 697, _____, _____, _____, _____
4. 708, _____, _____, _____, _____

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 159

SKILL: IDENTIFY AND WRITE THE NUMBERS THAT COME BEFORE, AFTER AND BETWEEN IN A SEQUENCE FROM 1 TO 1000.

MASTERY: 3 OF 4

ANSWERS:

1. 782
2. 998, 1000
3. 799, 801
4. 650

NOTE: MUST HAVE 3 ROWS COMPLETELY CORRECT.

No. 3 - 159

FILL IN THE MISSING NUMBERS.

1 781, _____, 783

2. _____, 999, _____

3. _____, 800, _____

4. 649, _____, 651

NAME: _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 160

SKILL: IDENTIFY EVERY NUMBER AS BEING ODD OR EVEN.

MASTERY: 5 OF 6

ANSWERS:

1. 6053 377 211

2. 7000 618 52

NOTE: STUDENTS SHOULD HAVE AT LEAST 2 NUMBERS FROM EACH QUESTION. SUBTRACT 1 POINT FOR EACH INCORRECT RESPONSE.

No. 3 - 160

1. CIRCLE THE ODD NUMBERS

6043 377 540 211 48

2. CIRCLE THE EVEN NUMBERS

7000 973 618 52 77

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 161

SKILL: DIFFERENTIATE BETWEEN LARGER AND SMALLER OF FOUR DIGIT NUMBERS.

MASTERY: 3 OF 4

ANSWERS:

1. 9043
2. 3762
3. 8443
4. 4567

NOTE:

No. 3 - 161

CIRCLE THE LARGER NUMBER IN EACH PAIR OF NUMBERS.

1.	9043	7862
2.	3762	3672
3.	8442	8443
4.	4567	2567

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3- 162

SKILL: DIFFERENTIATE BETWEEN LARGER AND SMALLER OF FOUR DIGIT NUMBERS USING INEQUALITY SYMBOLS.

MASTERY: 3 OF 4

ANSWERS:

1. >
2. <
3. >
4. >

NOTE:

No. 3 - 162

PUT THE CORRECT SYMBOL BETWEEN THE NUMBERS.

> GREATER THAN

< LESS THAN

1. 4362 ◯ 3462
2. 1095 ◯ 3094
3. 2721 ◯ 2719
4. 7608 ◯ 7068

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 163

SKILL: DIFFERENTIATE BETWEEN THE LARGER AND SMALLER MATHEMATICAL STATEMENTS USING INEQUALITY SIGNS

MASTERY: 3 OF 4

ANSWERS:

1. >
2. >
3. <
4. >

NOTE:

No. 3 - 163

PUT THE CORRECT SYMBOL BETWEEN THE EQUATIONS.

> GREATER THAN

< LESS THAN

1. 17 + 2 ◯ 18 - 11
2. 5 + 9 ◯ 5 + 6
3. 10 + 3 ◯ 14 + 4
4. 11 + 8 ◯ 19 - 4

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 164

SKILL: ARRANGE FOUR DIGIT NUMBERS IN SIZE FROM SMALLEST OF LARGEST.

MASTERY: 3 OF 4

ANSWERS:

1. 6824, 7327, 7329, 7429

2. 2837, 2861, 3002, 3020

3. 1096, 1796, 3456, 9761

4. 5996, 5999, 6000, 6001

NOTE:

No. 3 - 164

PUT THE NUMBERS IN EACH ROW IN ORDER FROM THE SMALLEST TO THE LARGEST.

1. 7329 6824 7327 7429

____ ____ ____ ____

2 2861 3002 2837 3020

____ ____ ____ ____

3. 1796 3456 9761 1096

____ ____ ____ ____

4. 5999 5996 6001 6000

____ ____ ____ ____

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 165

SKILL: WRITE NUMBER WORDS UP TO 100.

MASTERY: 6 OF 8

ANSWERS:

ONE HUNDRED

EIGHTY-EIGHT

TWENTY-FIVE

ELEVEN

FIFTY-SEVEN

NINETY-FOUR

SEVENTY-SIX

THIRTY-THREE

NOTE: SPELLING DOES NOT COUNT. TEACHER SHOULD INTRODUCE SPELLING OF WORDS WHEN SKILL IS TAUGHT.

No. 3 - 165

WRITE THE WORDS FOR THESE NUMBERS.

100 _____

88 _____

25 _____

11 _____

57 _____

94 _____

76 _____

33 _____

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 167

SKILL: PERFORM THE OPERATION OF ADDITION WITH FOUR DIGIT NUMBERS IN VERTICAL FORM AND NO REGROUPING.

NOTE:

ANSWERS:

1. 8887 2. 8964

3. 9598 4. 9988

MASTERY: 3 OF 4

No. 3 - 167

SOLVE:

1. 6342 + 2545

2. 7043 + 1921

3. 5492 + 4106

4. 3624 + 5123 + 1241

NAME: _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 168

SKILL: SOLVE ADDITION PROBLEMS WITH REGROUPING OF ONES, TENS, HUNDREDS AND THOUSANDS.

MASTERY: 3 OF 4

ANSWERS:

1. 12095
2. 213
3. 7926
4. 1190

NOTE:

No. 3 - 168

SOLVE:

1.
$$\begin{array}{r} 3\,6\,7\,4 \\ +\,8\,4\,2\,1 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 3\,5 \\ 4\,6 \\ 7\,8 \\ +\,5\,4 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 3\,6\,5\,9 \\ +\,4\,2\,6\,7 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 4\,8\,3 \\ +\,7\,0\,7 \\ \hline \end{array}$$

NAME: _____

NOT PASSED: _____ (DATE) PASSED: _____ (DATE)

No. 3 - 169

SKILL:

PERFORM THE OPERATION OF SUBTRACTION WITH 4 DIGIT NUMBERS IN VERTICAL FORM AND NO REGROUPING.

MASTERY: 3 OF 4

ANSWERS:

1. 4201 2. 1572

3. 4462 4. 5731

NOTE:

No. 3 - 169

SOLVE:

1. $\begin{array}{r} 7491 \\ -\ 3290 \\ \hline \end{array}$

2. $\begin{array}{r} 6784 \\ -\ 5212 \\ \hline \end{array}$

3. $\begin{array}{r} 9999 \\ -\ 5537 \\ \hline \end{array}$

4. $\begin{array}{r} 8732 \\ -\ 3001 \\ \hline \end{array}$

NAME: _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3-170

SKILL: PROVE THE SOLUTION OF A SUBTRACTION PROBLEM THROUGH THE INVERSE OPERATION OF ADDITION.

MASTERY: 3 OF 4

ANSWERS:

1. 523
+ 413

2. 462
+ 403

3. 341
+ 32

4. 641
+ 331

NOTE:

No. 3-170

CHECK THE PROBLEMS BY USING ADDITION.

1. 936
- 413

+ _____

2. 865
- 403

+ _____

3. 373
- 32

+ _____

4. 972
- 331

+ _____

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 171

SKILL: SOLVE 3 DIGIT SUBTRACTION PROBLEMS REQUIRING REGROUPING OF HUNDREDS, TENS, AND ONES.

MASTERY: 3 OF 4

ANSWERS:

1. 235
2. 174
3. 466
4. 375

NOTE:

No. 3 - 171

SUBTRACT:

1. $\begin{array}{r} 562 \\ -\,327 \\ \hline \end{array}$

2. $\begin{array}{r} 368 \\ -\,194 \\ \hline \end{array}$

3. $\begin{array}{r} 724 \\ -\,258 \\ \hline \end{array}$

4. $\begin{array}{r} 850 \\ -\,475 \\ \hline \end{array}$

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 172

SKILL: PERFORM THE OPERATION OF SUBTRACTION WITH REGROUPING OF ONES, TENS, HUNDREDS AND THOUSANDS.

MASTERY: 3 OF 4

ANSWERS:

1. 2246
2. 1398
3. 3057
4. 667

NOTE:

No. 3-172

SOLVE THESE:

1. $\begin{array}{r} 7485 \\ -\ 5239 \\ \hline \end{array}$

2. $\begin{array}{r} 6978 \\ -\ 5580 \\ \hline \end{array}$

3. $\begin{array}{r} 8431 \\ -\ 5374 \\ \hline \end{array}$

4. $\begin{array}{r} 3456 \\ -\ 2789 \\ \hline \end{array}$

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 172A

SKILL: USE REGROUPING TO SOLVE SUBTRACTION PROBLEMS OF 4 DIGITS WITH ONE ZERO IN THE MINUEND.

MASTERY: 3 OF 4

ANSWERS:

1. 2,272
2. 3,236
3. 3,272
4. 1,339

NOTE:

No. 3 - 172A

1. $\begin{array}{r} 4,035 \\ -\ 1,763 \\ \hline \end{array}$

2. $\begin{array}{r} 6,904 \\ -\ 3,668 \\ \hline \end{array}$

3. $\begin{array}{r} 5,620 \\ -\ 2,348 \\ \hline \end{array}$

4. $\begin{array}{r} 7,068 \\ -\ 5,729 \\ \hline \end{array}$

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 173

SKILL: SOLVE MULTIPLICATION EQUATIONS THROUGH REPEATED ADDITION USING FACTORS 2, 3, 4 AND 5.

MASTERY: 3 OF 4

ANSWERS:

1. 15
   3 + 3 + 3 + 3 + 3 = 15

2. 9
   3 + 3 + 3 = 9

3. 20
   5 + 5 + 5 + 5 = 20

4. 8
   2 + 2 + 2 + 2 = 8

NOTE: TEACHER MAY NOT HAVE TO TEST ENTIRE CLASS; TEST OPTIONAL. USE ONLY FOR THOSE WHO NEED ADDITIONAL HELP.

No. 3 - 173

USE REPEATED ADDITION TO FIND THE ANSWERS.

EXAMPLE: 2 X 4
4 + 4 = 8

1. 5 X 3 = _____

   _____+_____+_____+_____+_____=_____.

2. 3 X 3 = _____.

   _____+_____+_____=_____

3. 4 X 5 + =

   _____+_____+_____+_____=_____.

4. 4 X 2 = _____.

   _____+_____+_____+_____=_____.

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 174

SKILL: DEMONSTRATE A KNOWLEDGE OF THE MATHEMATICAL TERMS FACTOR AND PRODUCT.

MASTERY: 3 OF 4

ANSWERS:

1. PRODUCT
   FACTOR
   FACTOR

2. FACTOR
   PRODUCT
   FACTOR

3. FACTOR
   FACTOR
   PRODUCT

4. 6 OR 3
   18
   3 OR 6

NOTE: MASTERY IS THREE COMPLETE PROBLEMS OUT OF FOUR

No. 3 - 174

USE THE FOLLOWING WORDS TO FILL IN THE BLANKS.

FACTOR PRODUCT

1. $5 \times 9 = 45$

   45 IS THE _____.
   9 IS THE _____.
   5 IS A _____.

2. $2 \times 4 = 8$

   4 IS A _____.
   8 IS _____.
   2 IS A _____.

3.
$$\begin{array}{r} 4 \\ \times\ 3 \\ \hline 12 \end{array}$$

   _____,
   _____,
   _____,

USE NUMBERS IN THE PROBLEM TO FILL IN THE BLANKS.

4. $6 \times 3 = 18$

   ONE FACTOR IS _____.
   THE PRODUCT IS _____.
   ANOTHER FACTOR IS _____.

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3-175

SKILL: IDENTIFY THE MULTIPLICATION SIGN.

MASTERY:

ANSWERS:

NOTE

No. 3-175

NOT TESTED

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 176

SKILL: USE ONE AS A FACTOR IN MULTIPLICATION.

MASTERY: 3 OF 4

ANSWERS: 1. 9

2. 1

3. 8

4. 6

NOTE:

No. 3 - 176

SOLVE THESE.

1. $9 \times 1 = \square$

2. $1 \times 1 = \square$

3. $\begin{array}{r} 1 \\ \times\ 8 \\ \hline \end{array}$

4. $\begin{array}{r} 6 \\ \times\ 1 \\ \hline \end{array}$

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 177

SKILL: USE ZERO AS A FACTOR IN MULTIPLI - CATION.

MASTERY: 3 OF 4

ANSWERS: 1. 0 2. 0

3. 0 4. 0

NOTE:

No. 3 - 177

SOLVE THESE.

1. $0 \times 5 = \square$ 2. $2 \times 0 = \square$

3. $\begin{array}{r} 0 \\ \times\ 0 \\ \hline \end{array}$ 4. $\begin{array}{r} 0 \\ \times\ 9 \\ \hline \end{array}$

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 178

SKILL: RECITE FROM MEMORY MULTIPLICATION FACTS FROM 1 TO 5X 10.

MASTERY: 22 OF 25

ANSWERS:

4	10	21	20	40
12	12	36	10	24
18	28	25	32	14
9	20	15	15	6
45	16	24	3	5

THIS MAY BE TESTED USING FLASH CARDS.

NOTE: IF CHILD PASSES 3-179, HE NEED NOT TAKE THIS SAM. TEACHER MAY USE SAMPLE TEST IF IT IS DESIRED.

No. 3 - 178

ORAL DIRECTIONS: SAY THE ANSWER

1 X 4=	2 X 5=	3 X 7=	4 X 5=	5 X 8=
2 X 6=	3 X 4=	4 X 9=	5 X 2=	3 X 8=
2 X 9=	4 X 7=	5 X 5=	4 X 8=	2 X 7=
3 X 3=	5 X 4=	3 X 5=	5 X 3=	3 X 2=
5 X 9=	2 X 8=	4 X 6=	3 X 1=	5 X 1=

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 179

SKILL: WRITE FROM MEMORY MULTIPLICATION FACTS FROM 1 TO 5 X 10.

MASTERY: 22 OF 25

ANSWERS:

20	27	24	16	35
18	40	2	16	18
21	30	4	10	5
32	25	28	12	12
15	45	14	36	24

NOTE: TIME LIMIT - 3 MINUTES. CHILD SHOULD NOT SEE TEST UNTIL TIME BEGINS.

No. 3 - 179

FIND THE PRODUCTS.

4 X 5 =	3 X 9 =	4 X 6 =	2 X 8 =	5 X 7 =
3 X 6 =	5 X 8 =	2 X 1 =	4 X 4 =	2 X 9 =
3 X 7 =	5 X 6 =	1 X 4 =	2 X 5 =	5 X 1 =
4 X 8 =	5 X 5 =	4 X 7 =	2 X 6 =	4 X 3 =
3 X 5 =	5 X 9 =	2 X 7 =	4 X 9 =	3 X 8 =

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 180

SKILL: DEMONSTRATE THAT THE ORDER OF THE FACTORS DOES NOT AFFECT THE PRODUCT.

MASTERY: 3 OF 4

ANSWERS:

1. 2 X 4 2. 1 X 5

3. 2 X 3 4. 6 X 2

NOTE:

No. 3 - 180

WRITE ANOTHER EQUATION FOR EACH, USING THE SAME FACTORS.

1. 4 X 2 = 8
   __X__ = 8

2. 5 X 1 = 5
   __X__ = 5

3. 3 X 2 = 6
   __X__ = 6

4. 2 X 6 = 12
   __X__ = 12

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 189

SKILL: DIVIDE A SET INTO THIRDS.

MASTERY: 3 OF 4

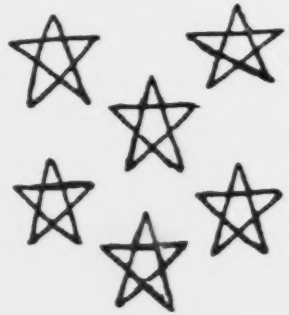
ANSWERS:

NOTE: DOESN'T MATTER WHICH WAY CHILD DIVIDES SETS.

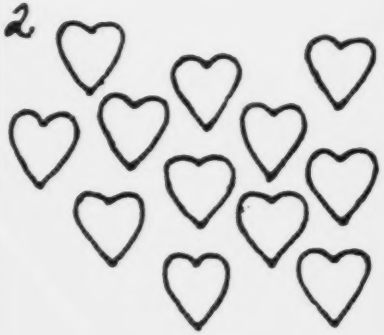
No. 3 - 189

DIVIDE EACH SET INTO THIRDS. MAKE SURE YOU DIVIDE THE SET, NOT EACH ITEM IN THE SET.

1.

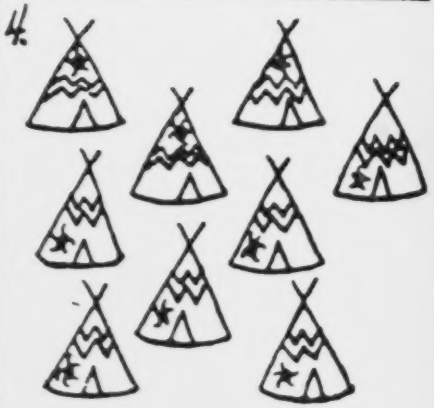


2.



3.

4.



NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 190

SKILL: DIVIDE A SET INTO FOURTHS

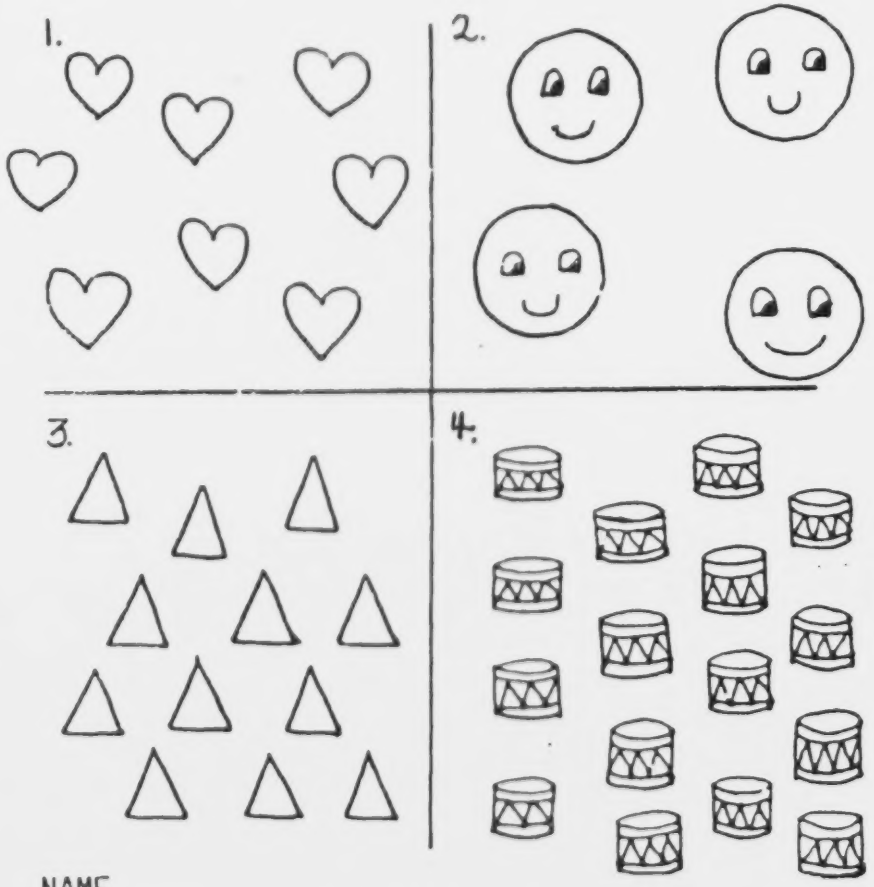
MASTERY: 3 OF 4

ANSWERS:

NOTE: DOESN'T MATTER WHICH WAY CHILD DIVIDES SET.

No. 3 - 190

DIVIDE EACH SET INTO FOURTHS. MAKE SURE YOU DIVIDE THE SET AND NOT EACH ITEM IN THE SET.



NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 191

SKILL: EXPRESS AND WRITE A STATEMENT PROBLEM IN A MATHEMATICAL SENTENCE.

MASTERY: 3 OF 4

ANSWERS: 1. 10-4= _____

2. 5 + 7 = _____

3. 18-7= _____

4. 9+6= _____

NOTE:

No. 3 - 191

READ EACH STORY. THEN SHOW THE PROBLEM YOU WOULD USE TO FIND THE ANSWER.

1. BOB HAS TEN CARS. FOUR ARE GREEN. HOW MANY ARE NOT GREEN?

_____

2. PEG HAS FIVE APPLES AND RUTH HAS SEVEN. HOW MANY APPLES ARE THERE?

_____

3. DON HAD EIGHTEEN BUTTERFLIES. SEVEN FLEW AWAY. HOW MANY DID HE HAVE LEFT?

_____

4 FRED HAD NINE GIRLS AND SIX BOYS AT HIS BIRTHDAY PARTY. HOW MANY OF HIS FRIENDS WERE AT THE PARTY?

_____

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 192

SKILL: SOLVE STATEMENT PROBLEMS BASED ON MULTIPLICATION FACTS UP TO 5 X 10.

MASTERY: 3 OF 4

ANSWERS:

1. 5 X 9 = 45

2. 4 X 8 = 32

3. 2 X 9 = 18

4. 3 X 8 = 24

NOTE: EQUATION MUST BE WRITTEN FOR ANSWER TO BE CORRECT.

No. 3 - 192

READ THE STORY

WRITE A MULTIPLICATION EQUATION AND FIND THE ANSWER.

1. PEG HAS FIVE PLATES WITH NINE COOKIES ON EACH. HOW MANY COOKIES DOES SHE HAVE? _____

2. IN A CLASSROOM THERE ARE FOUR ROWS OF DESKS. THERE ARE EIGHT DESKS IN EACH ROW. HOW MANY DESKS ARE THERE? _____

3. THERE ARE TWO TEAMS PLAYING BASEBALL. EACH TEAM HAS NINE PLAYERS. HOW MANY CHILDREN ARE PLAYING BASEBALL? _____

4. BOB HAS THREE BAGS OF MARBLES. THERE ARE EIGHT MARBLES IN EACH BAG. HOW MANY MARBLES DOES BOB HAVE? _____

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 193

SKILL: IDENTIFY APPROPRIATE UNIT OF LINEAR MEASURE WITHIN THE METRIC SYSTEM. (CM, DM, AND M)

MASTERY: 3 OF 4

ANSWERS:

1. DECIMETER
2. METER
3. CENTIMETER
4. CENTIMETER

NOTE: TEACHER SHOULD PROVIDE CONCRETE EXAMPLES WHENEVER POSSIBLE.

No. 3 - 193

CIRCLE THE UNIT OF MEASURE THAT WOULD BE BETTER FOR MEASURING THE 3 ITEMS IN EACH PART.

1. BLACKBOARD ERASER — CRAYON — NEW PIECE OF CHALK

   DECIMETER METER

2. HEIGHT OF TEACHER'S DESK — HEIGHT OF BICYCLE — WIDTH OF DOOR

   CENTIMETER METER

3. THUMBTACK — WIDTH OF PAPERCLIP — WIDTH OF FINGER

   CENTIMETER DECIMETER

4. STAPLE — WIDTH OF PENCIL — WIDTH OF SHOELACE

   CENTIMETER METER

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 194

SKILL: USE METRIC UNITS OF LINEAR MEASURE; CENTIMETER, DECIMETER, METER TO ESTIMATE LENGTHS.

MASTERY: 6 OF 8

ANSWERS:

1. CM
2. CM
3. DM
4. M
5. DM
6. M
7. DM
8. CM

NOTE: TEACHER SHOULD PROVIDE CONCRETE OBJECTS WHENEVER POSSIBLE.

No. 3 - 194

WRITE CM, DM OR M ON EACH LINE.

1. A KEY IS ABOUT 5 _____ LONG.
2. YOUR FINGER IS ABOUT 7 _____ LONG.
3. YOUR SAM TEST IS ABOUT 2 _____ LONG.
4. A SNOW SHOVEL IS ABOUT 1 _____ LONG.
5. YOUR SHOE IS ABOUT 2 _____ LONG.
6. OUR CLASSROOM WINDOW IS ABOUT 1 _____ LONG.
7. YOUR SCHOOL SCISSORS ARE ABOUT 1 _____ LONG.
8. YOUR CHALKBOARD ERASER IS ABOUT 13 _____ LONG.

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 195

SKILL: SHOW RELATIONSHIP WITHIN THE METRIC SYSTEM OF LINEAR MEASURE. (CENTIMETER, DECIMETER, METER)

MASTERY: 3 OF 3

ANSWERS:

1. CENTIMETER
2. DECIMETER
3. METER

NOTE:

No. 3 - 195

FILL IN THE BLANKS USING THE WORDS:

CENTIMETER, DECIMETER OR METER.

1. 1 METER = 100 _____
2. 10 CENTIMETERS = 1 _____
3. 10 DECIMETERS = 1 _____

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 196

SKILL: IDENTIFY BEST UNIT OF LINEAR MEASURE WITHIN THE ENGLISH SYSTEM. INCH, FOOT, YARD.

MASTERY: 3 OF 4

ANSWERS:

1. INCHES
2. YARDS
3. INCHES
4. FEET

NOTE: TEACHER SHOULD PROVIDE CONCRETE EXAMPLES WHENEVER POSSIBLE.

No. 3 - 196

CIRCLE THE UNIT THAT WOULD BEST MEASURE ALL 3 ITEMS IN EACH ROW.

1. CRAYON PENCIL ERASER PAPER CLIP

INCHES FEET

2. LENGTH OF HALLWAY HEIGHT OF ROOM LENGTH OF PLAYGROUND

INCHES YARDS

3. PENCIL SHARPENER MAGIC MARKER CHALK

INCHES FEET

4. CHILD'S CHAIR WIDTH OF DOOR LENGTH OF CHILD'S ARM

FEET YARDS

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 197

SKILL: USE ENGLISH UNITS OF LINEAR MEASUREMENT; INCHES, FEET, YARDS TO ESTIMATE LENGTHS.

MASTERY: 6 OF 8

ANSWERS:

1. INCHES
2. YARDS
3. INCHES
4. YARDS
5. FEET
6. YARD
7. FEET
8. INCH

NOTE: TEACHER SHOULD PROVIDE CONCRETE OBJECTS WHENEVER POSSIBLE.

No. 3 - 197

WRITE INCHES, FEET, YARDS IN EACH BLANK.

1. A PAINTBRUSH IS ABOUT 8 _____ LONG.
2. A FOOTBALL FIELD IS 100 _____ LONG.
3. A PASTE JAR IS ABOUT 7 _____ LONG.
4. A JUMP ROPE IS ABOUT 2 _____ LONG.
5. YOUR TEACHER IS ABOUT 5 _____ TALL.
6. YOUR CLASSROOM FLAG IS ABOUT 1 _____ LONG
7. THE WASTE CAN IS ABOUT 2 _____ HIGH
8. YOUR EYE IS ABOUT 1 _____ WIDE

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 198

SKILL: SHOW RELATIONSHIPS WITHIN THE ENGLISH SYSTEM OF LINEAR MEASURE. (INCH, FOOT, YARD)

MASTERY: 3 OF 3

ANSWERS:

1. 12 INCHES
2. 36 INCHES
3. 3 FEET

NOTE:

No. 3 - 198

1. 1 FOOT = _____ INCHES
2. 1 YARD = _____ INCHES
3. 1 YARD = _____ FEET

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 199

SKILL: IDENTIFY APPROPRIATE UNIT OF MASS WITHIN THE METRIC SYSTEM. (GRAM, KILOGRAM)

MASTERY: 6 OF 8

ANSWERS: 1. GRAM 2. KILOGRAM 3. GRAM

4. GRAM 5. KILOGRAM 6. GRAM

7. GRAM 8. KILOGRAM

NOTE:

No. 3 - 199

IF THESE WERE REAL, WHICH UNIT WOULD YOU USE TO WEIGH THESE ITEMS, GRAM OR KILOGRAM?

1.

coin

2.
bike

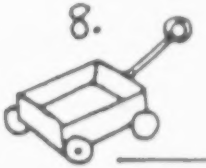
3.
cereal

4
lollipop

5.
child

6.
cup

7.
feather

8. 
wagon

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 201

SKILL: IDENTIFY APPROPRIATE UNIT OF WEIGHT WITHIN THE ENGLISH SYSTEM. (POUND AND OUNCE)

MASTERY: 6 OF 8

ANSWERS:

1. OUNCE
2. POUND
3. POUND
4. OUNCE
5. POUND
6. OUNCE
7. POUND
8. OUNCE

NOTE:

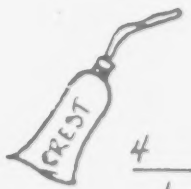
No. 3 - 201

IF THESE WERE REAL, WHICH UNIT WOULD YOU USE TO WEIGH THESE ITEMS? OUNCE OR POUND.

1. apple

2. watermelon

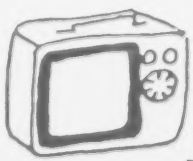
3 child



4 toothpaste

5. pototoes

6 popcorn



7. TV

8 candy

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 202

SKILL: USE THE POUND AND OUNCE AS ENGLISH UNITS OF WEIGHT.

MASTERY:

ANSWERS: TEACHER TESTED.

NOTE:

No. 3 - 202

TEACHER TESTED

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3-203

SKILL: COMPARE EQUIVALENTS OF CUP, PINT, QUART, HALF-GALLON, GALLON.

MASTERY: 3 of 4

ANSWERS:

1. 2
2. 4
3. 2
4. 2

NOTE:

No. 3-203

COMPLETE:

1. 1 Quart = _____ Pints
2. 1 Gallon = _____ Quarts
3. 1 Pint = _____ Cups
4. 1 Half-Gallon = _____ Quarts

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3-208

SKILL: IDENTIFY AND REPRODUCE THE DOLLAR SIGN AND DECIMAL POINT.

MASTERY: 2 of 2

ANSWERS:

1. $

2. DECIMAL POINT

NOTE:

No. 3-208

COMPLETE:

$4.17

1. THE SIGN FOR DOLLARS IS _____.

2. THE SIGN THAT SEPARATES THE DOLLARS FROM THE CENTS IS _____.

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 209

SKILL: PLACE THE DECIMAL POINT BETWEEN THE DOLLARS AND CENTS.

MASTERY: 3 OF 4

ANSWERS:

1. $3.00

2. $4.17

3. $ .85

4. $12.35

NOTE.

No. 3 - 209

REWRITE THESE AMOUNTS USING THESE SIGNS:

$ AND .

1. 300¢ = _____

2. 417¢ = _____

3. 85¢ = _____

4. 1235¢ = _____

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3-210

SKILL: COMPUTE AND WRITE THE VALUE OF A COLLECTION OF MONEY OVER $1.00.

MASTERY: 3 OF 4

ANSWERS:

1. $1.36

2. $3.31

NOTE: IF CHILD MARKS THE ANSWER CORRECTLY IN CENTS, IT IS ACCEPTABLE.

No. 3-210

WRITE THE AMOUNT OF MONEY IN EACH SET.

1. _____

2. _____

No. 3-210 (PAGE 2)
SKILL: COMPUTE AND WRITE THE VALUE OF A COLLECTION OF MONEY OVER $1.00.

MASTERY: 3 OF 4

ANSWERS:

3. $2.83

4. $2.00

NOTE: IF CHILD MARKS THE ANSWER CORRECTLY IN CENTS, IT IS ACCEPTABLE. 95

No. 3-210 (PAGE 2)

3. _____

4. _____

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE) 96

No. 3-211

SKILL: IDENTIFY SETS OF COINS THAT ARE EQUIVALENT TO ONE DOLLAR.

MASTERY: 3 OF 4

ANSWERS:

NOTE:

No. 3-211

CIRCLE ONE DOLLAR IN EACH SET.

1.

2.

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3-211 (PAGE 2)
SKILL: IDENTIFY SETS OF COINS THAT ARE EQUIVALENT TO ONE DOLLAR.

MASTERY: 3 OF 4

ANSWERS:

NOTE:

No. 3-211 (PAGE 2)

3.

4.

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 212

SKILL: FIGURE OUT THE CHANGE TO BE RECEIVED WHEN GIVEN AN ITEM AND COINS 50¢ OR LESS.

MASTERY: 3 OF 4

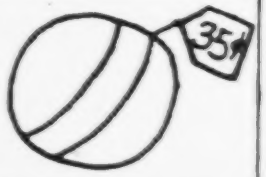
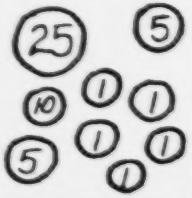
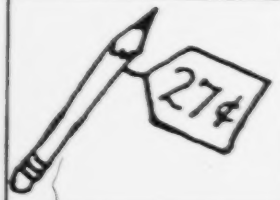
ANSWERS:

1. 15¢
2. 23¢
3. 25¢
4. 23¢

NOTE:

No. 3 - 212

COMPLETE THE CHART BY FINDING THE CHANGE.

Had	Bought	Change
		____ ¢
		____ ¢
		____ ¢
		____ ¢

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 213

SKILL: WRITE TIME IN TIME NOTATION TO THE FIVE MINUTE INTERVAL.

MASTERY: 3 OF 4

ANSWERS:

1. 12 35

2. 2:55

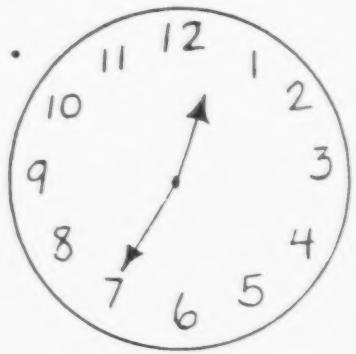
3. 8:25

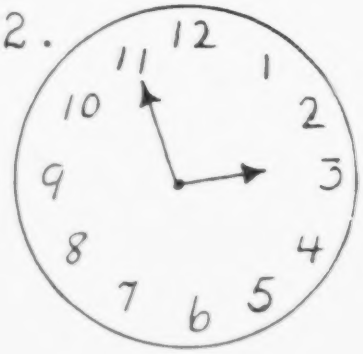
4. 3 15

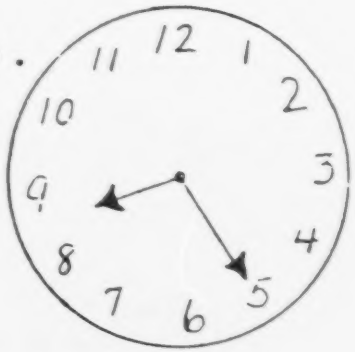
NOTE:

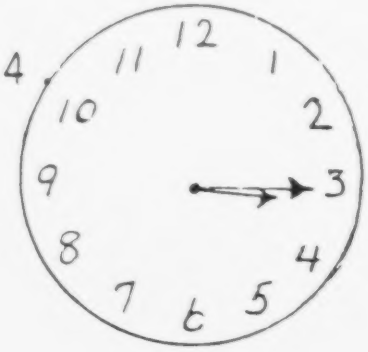
No. 3 - 213

WRITE THE CORRECT TIME UNDER EACH CLOCK.

1. 

2. 

3. 

4. 

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 214

SKILL: IDENTIFY RELATIONSHIPS BETWEEN DAYS, WEEKS, AND MONTHS.

MASTERY: 4 OF 4

ANSWERS:

1. 4

2. 7

3. MONTH

4. 31

NOTE:

No. 3 - 214

CIRCLE THE CORRECT ANSWER.

1. HOW MANY WEEKS ARE USUALLY IN A MONTH?

   3 2 4 6

2. HOW MANY DAYS IN A WEEK?

   6 8 5 7

3. WHICH IS THE LONGEST PERIOD OF TIME

   DAY HOUR MONTH WEEK

4. HOW MANY DAYS ARE USUALLY IN A MONTH?

   31 7 60 12

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)

No. 3 - 215

SKILL: DIFFERENTIATE BETWEEN A.M. AND P.M.

MASTERY: 3 OF 4

ANSWERS: 1. A.M. 2. P.M.

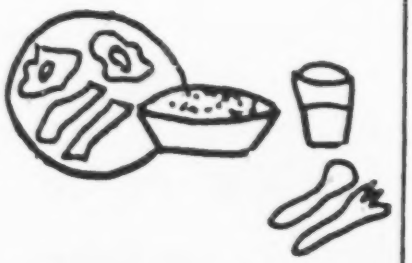
3. P.M. 4. A.M.

NOTE:

No. 3 - 215

DO THESE THINGS HAPPEN IN THE A.M. OR P.M.?

1.



Breakfast ____

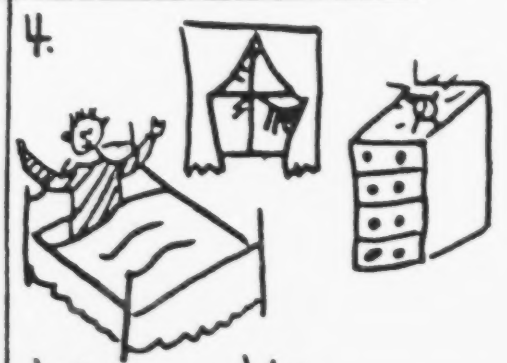
2.

Bedtime ____

3.

Supper ____

4.



Waking Up ____

NAME _____

NOT PASSED _____ (DATE) PASSED _____ (DATE)